Tentative Course Calendar

CI 512: TEACHING AND LEARNING

Portland State University

Graduate School of Education- Curriculum and Instruction

CRN# 80359

Summer 2011

Please note that this is an intended calendar subject to change based upon emerging needs and interests.

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| **Date** | **Topics** | **Readings (to be completed by that class day)** | **Assignments Due** |
| **Tuesday 7/19** | Introductions, Course Expectations, Why Theory? | No prior readings | No assignments due |
| **Thursday 7/21** | Behaviorism, The Role of Drill and Practice | Chapter 3: Phillips, D. C., & Soltis, J. F. (2009). *Perspectives on Learning* (5th ed.). New York: Teachers College Press.  Resnick, L., & Ford, W. (1981). The psychology of drill and practice. *The Psychology of Mathematics for Instruction* (pp. 11-37). Hillsdale, New Jersey: Lawrence Erlbaum Associates.  Brownell, W. A., & Chazal, C. B. (1935). The Effects of Premature Drill in Third-Grade Arithmetic. *The Journal of Educational Research*, *29*(1), 17-28.  Course Syllabus | * **Reading Response** (Phillips Ch. 3,Resnick & Ford, Brownell) * Compose Questions about the syllabus |
| **Tuesday 7/26** | Conceptual and Procedural Understanding | Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher*, *26*, 9-15.  Star, J. (2005). Reconceptualizing procedural knowledge. *Journal for Research in Mathematics Education*, *36*(5), 404-411.  Thompson, A. G., Philipp, R., Thompson, P. W., & Boyd, B. A. (1994). Calculational and conceptual orientations in teaching mathematics. In A. F. Coxford (Ed.), *Professional development for teachers of mathematics* (pp. 79-92). Reston, VA: National Council of Teachers of Mathematics. | * **Reading Response** (Skemp, Star, Thompson) * **Snapshots Draft 1** |
| **Thursday 7/28** | Learning and Transfer | Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (1999). *How People Learn: Brain, Mind, Experience, and School*. Washington D.C.: National Academy Press.  Lobato, J. (2003). How design research can inform a rethinking of transfer and vice versa. *Educational Researcher*, *32*(1), 17-20. | * **Reading Response** (Bransford, Lobato) |
| **Tuesday 8/2** | Constructivism Part I | Chapter 5, Phillips, D. C., & Soltis, J. F. (2009). *Perspectives on Learning* (5th ed.). New York: Teachers College Press.  Chapter 1, Brooks, J. & Brooks, M. (2001) The Case for the Constructivist Classroom. Upper Saddle River, NJ: Prentice-Hall, Inc. | * **Reading Response** (Ch. 5 Phillips & Soltis, Brooks) * **Snapshots Draft 2** |
| **Thursday 8/4** | Constructivism Part II | Chapter 2 and 9, Brooks, J. & Brooks, M. (2001) The Case for the Constructivist Classroom. Upper Saddle River, NJ: Prentice-Hall, Inc. | * **Reading Response** (Brooks Ch. 2, 9) |
| **Tuesday 8/9** | Social Learning Theory | Chapter 6, Phillips, D. C., & Soltis, J. F. (2009). *Perspectives on Learning* (5th ed.). New York: Teachers College Press. | * **Synthesis Paper Draft** * **Reading Response** (Ch 6. Phillips & Soltis) |
| **Thursday 8/11** | Reactions to Constructivism and Reform Teaching | Kirschner, P., Sweller,J., & Clark, R. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential and inquiry-based teaching. *Educational Psychologist*. 41(2), 75-86.  Cohen, D. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis.* *12*(3), 311-329. | * **Reading Response** (Kirschner & Sweller, Cohen) * **Snapshots of Learning Due** |
| **Tuesday 8/16** | Teaching Project Presentations | None | * **Presentation Papers Due** |
| **Thursday 8/18** | Teaching Project Presentations, Course Wrap-up, Course Evals, | None | * **Presentation Papers Due** * **Synthesis Papers Due** |